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a certain number of times, gives the same result (synthesis) as the original continuous activity." The next important summing up is: "(1) The limitation of an energy (or quality) transforms it into quantity, giving it a certain undefined muchness or magnitude, as illustrated by size, bulk, weight, etc.; (2) this indefinite whole of quantity is transformed into definite numerical value through the process of measurement; (3) this measuring takes place through the unit of magnitude by putting them together till they make up an equivalent value," etc., etc. This high cothurnus method of stating with such formal top-loftiness simple and obvious truths till their very inflation makes them seem thin and unreal, does not seem to the writer good metaphysics even, and still less good psychology. G. S. H.

Psychology for Teachers. By C. LLOYD MORGAN, Principal of University College, Bristol. London, 1895, pp. 246.

This book, which is heartily commended in a preface by I. G. Fitch, late inspector of training colleges, first describes states of consciousness, and defines psychology as treating of them. Association, experience, perception, analysis, generalization, description and explanation, mental development, language and thought, literature, character and conduct follow in this order. The book is very simple and elementary, well sprinkled with poetic passages, and with a wholesome ethical application in the last chapter. The question repeatedly recurs whether it is not a little too elementary for teachers, to whom it is addressed, but for its class, it is certainly the best we have in English. Most of its many innovations in subject matter and manner impress us favorably.

Outlines of Psychology, Based upon the Results of Experimental Investigation. By OSWALD KÜLPE, Professor of philosophy in the University of Würzburg; translated from the German by EDWARD BRADFORD TITCHENER, Sage Professor of Psychology in the Cornell University. London, Swan, Sonnenschein & Co.; New York, Macmillan & Co., 1895, pp. 462.

As the JOURNAL has already reviewed the German edition of this treatise, we desire here merely to call attention to this excellent translation. That it is the best treatise in English on *experimental* psychology goes without saying. The translation has rendered to American and English teachers and students of the subject a service that the writer believes they will not be slow to appreciate.

Die Spiele der Thiere. Von KARL GROOS. A. V. Prof. der Philos. in Giesen. Jena, 1896, pp. 359.

The author assumes that animal psychology should have an independent position, and not be regarded as of interest only as it sheds light on the psychology of man, and points of resemblance to man should not receive disproportionate attention. If conversely, we regard what is specifically animal in animals, we shall arrive at a better idea of the animal traits in man. Only a student of æsthetics can properly treat the psychology of play. This is the author's specialty and also his standpoint. Professor Groos rejects the current view of Schiller and Spencer that play is a discharge of superfluous energy; indeed this is not a *conditio sine qua non* of play. The problem centres in the explanation of the play of *young* animals. Certain instincts, essential for the preservation of the species, appear before they are needed. These pre-functional instincts require practice, and fall under the laws of natural selection. Since these inherited instincts can be improved by individual

practice, selections can weaken the blind power of instinct and favor the development of intelligence as a substitute for it. When intelligence becomes strong enough to be more useful than perfect instincts, selection will favor individuals in whom imperfect instincts can be developed by practice during youth, *i. e.*, those that play. Indeed, in a sense, youth is for the sake of play, and animals are young because they must play, and not vice versa. The instinctive underly of the females causes wooing and obstructs the discharge of the sex passion and sublimates it. "Experimenting" plays are primeval, and rest on the pleasure of being a cause. Conscious self-deception is another permanent factor. All animal plays and probably also all human plays, on which another volume is promised, fall under one of the three experimenting, joy or power to do or conscious self-deception, viz., (a) self-presentation, which is personal, and involves animal wooing, and in man the arts of dancing, music and poetry; (b) imitation, which seeks the true and is seen in mimetic arts, sculpture, painting, epic and drama; and (c) ornamentation, which strives for beauty in self-decoration, in architecture, etc.

The book is full of interesting and well sifted and classified facts, but the scheme of classification which is evolved is sure to strike many readers as too artificial to be nothing if not "biological," as the author strives to be. It is of great suggestiveness, and is the first book known to us upon the subject.

The Psychic Development of Young Animals and its Physical Correlation. By WESLEY MILLS, M. A., M. D., F. R. S. C., Prof. of Physiol., McGill University, Montreal. Reprint from the transactions of the Royal Soc. Canada.

The author has for years been studying the psychic and physical development of several animal groups, with a view to compare groups and individuals, and also to connect the physical and psychical growth. This paper is part of this plan, and is a series of careful and almost daily notes on the development of a litter of pure-bred St. Bernard puppies, whelped in the spring of 1894, for the first two months of their lives. These records are full of interesting points, but not adapted for summary or digest.

A Manual for the Study of Insects. By JOHN HENRY COMSTOCK and ANNA BOTSFORD COMSTOCK. Ithaca, N. Y., Comstock Publishing Co., 1895, pp. 701. Net, \$3.75.

The senior author is professor of entomology in Cornell and in the Stanford University, and the junior author has engraved most of the 797 wood cuts herself. The work is designed to meet the need for an elementary, systematic text-book for the use of students in high schools and colleges, and of teachers in primary and secondary schools. Perhaps the most distinctive feature is a series of analytical keys, by means of which the family to which any North American insect belongs can be determined. Under the head of each family the characteristics of the family, both as regards structure and habits, are given, and the more common species described. It is thus possible for the student to classify any insect to its family, and to learn the habits of the insects of that family, and, in the case of the more common species, to learn the name of the insect. The book seems to be a work of love, and is by far the best in English, and should be in the hands of every psychologist and every teacher of whatever grade interested in entomology.